

Southbridge Historical Society
Southbridge, Mass. 01550

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
AND
Superintendent of Schools



OF THE
TOWN OF SOUTHBRIDGE
For the Year Ending December 31, 1960

A faint, light gray watermark of a classical building's facade is visible in the background. It features four tall, fluted columns supporting a triangular pediment. The building is set against a dark, textured background.

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OF THE
TOWN OF SOUTHBRIDGE
For the Year Ending December 31, 1960

**ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
AND
SUPERINTENDENT OF SCHOOLS
SOUTHBRIDGE, MASSACHUSETTS**

DECEMBER 31, 1960

THE SOUTHBRIDGE SCHOOL COMMITTEE

1960 - 1961

Lorenzo Beaupre, 131 Central Street, Chairman	1963
Francis Bousquet, 14 Meadowbrook Road	1963
Raymond Brodeur, 99 Elm Street	1963
Armand Bellerive, 176 Dresser Street	1962
John Rossi, 18 Lyons Street	1962
Dr. Ralph R. Racicot, 192 Chapin Street	1961
Belmore St. Amant, 401 Elm Street	1961

MEETINGS OF SCHOOL COMMITTEE

The regular meetings of the School Committee are held on the first Tuesday of each month at 8:00 P. M. in the office of the Superintendent of Schools, Mary E. Wells High School Building.

There are no regular meetings in July and August.

SUPERINTENDENT OF SCHOOLS

Robert L. Fox	
Residence: 46 Columbus Avenue	Tel. 4-8400
Office: Mary E. Wells High School	Tel. 4-3285

SECRETARIES

Margaret R. Connolly, 14 South Street	Tel. 4-6513
Mrs. Leona Lavoie, 62 Glenwood Street	Tel. 4-6733
The Superintendent's office is open from Monday through	

SCHOOL PHYSICIANS

Friday, from 8:30 A. M. to 5:00 P. M.	
Dr. William Langevin, 24 Everett Street	Tel. 4-7358
Dr. Adah B. Eccleston, 62 Elm Street	Tel. 4-8141

SCHOOL NURSES

Mrs. Lottie A. LeBlanc, 54 Westwood Parkway Tel. 4-3359
Mrs. Pauline Boucher, 13 Edwards Street Tel. 4-7772

SCHOOL CALENDAR

Winter term, seven weeks January 3 - February 20
Spring term, seven weeks February 27 - April 27
Summer term, nine weeks April 24 - June 23
Fall term, sixteen weeks September 6 - December 22

NO-SCHOOL ANNOUNCEMENT

The official No-School Announcement for all schools will be given over Stations WESO, WTAG, and WAAB at 6:30 A. M., at 6:45 A. M., and at 7:00 A. M. There will also be two sets of eight blasts of the fire siren at 6:45 A. M. When it is necessary to make such a decision in the morning, schools will be closed for the entire day.

ENROLLMENT OCTOBER 1, 1960

Grades	Boys 5 - 7	Girls 5 - 7	Boys 7 - 14	Girls 7 - 14	Boys 14 - 16	Girls 14 - 16	Boys 16 Up	Girls 16 Up	Boys Total	Girls Total
1	82	92	8	4					90	96
2	14	23	76	72					90	95
3		91	68						91	68
4		99	83		1				99	84
5		78	93	3					81	93
6		76	86	3	1				79	87
7		95	65	7	1	1			103	66
8		84	84	26	11	4			114	95
9		20	24	52	78		3	72	105	
10			1	37	65	14	8	51	74	
11				11	17	40	46	51	63	
12					46	77	46	77	46	77
Trade		1		48		111			160	
Special		13	8	4	1	1		18	9	
Total	96	115	641	588	191	175	217	134	1145	1012
Total Southbridge Public Schools										2157
Total St. Mary's School										405
Total Notre Dame School										815
Total Ste. Jeanne d'Arc School										277
Grand Total (all pupils attending school in Southbridge)										3649

FINANCIAL STATEMENT

	Appropriations	Expenditures	Reimbursements	Balance on hand Dec. 31 1960
Salaries	\$565,488.00	\$563,430.33		\$2,057.67
Other Expenses (Including Transportation, Tuition, Medical Expenses, Textbooks Supplies, Operation and Maintenance of Plant, Equipment, Capital Outlay, etc.)				
Contingency	158,608.12	156,431.11		2,177.01
5,000.00	4,980.19			19.81
2,000.00	1,999.82			.18
2,000.00	1,842.48			157.52
4,500.00	4,459.71			40.29
1,500.00	1,385.81			114.19
8,700.00	8,699.77			.23
3,500.00	3,440.95			59.05
2,000.00	1,975.79			24.21
994.00	994.00			
2,373.02	2,373.02			
National Defense — Title III				
State Aid for Schools (Chapter 70 as Amended 1948 Chap. 643)				
Vocational School, State Grant				124,273.97
High School Tuition (State Wards)				39,847.05
Vocational School Day and Evening Tuition				526.76
Goods Sold (Trade School)				8,114.27
Adult Civic Education				12.00
Cole Trade High School Clerical Services				429.00

Veterans' Reports	94.00
Reimbursement—Vocational Tuition and Transportation	844.94
Reimbursement—Special Classes (Mentally Retarded Children)	7,357.67
TOTALS	\$756,663.14
IN BRIEF	
Total Expenditures	\$752,012.98
Total Receipts to Town Treasurer	181,499.66
NET COST TO TOWN	\$570,513.32

A detailed financial statement will be found in the Town Accountant's report.

SCHOOL PERSONNEL

The name, date of appointment, official title, and degree appear in that order.

Robert L. Fox—1954, Superintendent of Schools	M.Ed.
Claire Birtz—1937, Director of Art Department (Grades VII-XII)	
Sidney C. Gates—1960, Supervisor of Choral Music (Grades VII-XII)	B.A.
Lewis A. Kyrios—1938, Director of Guidance and Placement Department	D.Ed.
Rosalie Rubenstein—1959, Supervisor of Elementary School Music	
Helen A. Santilli—1960, Supervisor of Elementary Physical Education	B.S.
Jaul J. Sweet—1950, Director of Instrumental Music Department	

Mary E. Wells High School

James M. Robertson—1937, Principal	D.Ed.
Edward Desroches—1949, Assistant Principal	M.Ed.
Nora Adams—1947, Secretary to Principal	
Kathryn Beauregard—1922	M.A.
Richard Belair—1960	B.A.
Rose Brodeur—1939	M.A.
Eva Casavant—1933	M.A.
Francis Cassidy—1960	B.A.
Constance Coderre—1929	B.S.
John Conlon—1960	B.A.
Nicholas Costa—1960	M.Ed.
Thecla Fitzgerald—1926	M.Ed.
William Fletcher—1960	Ph.D.
Persis Howe—1930	B.S.Ed.
Joseph Jordan—1959	B.A.
Barbara Kyrios—1940	B.S.Ed.
Melia LeBoeuf—1960	
M. Jacqueline McGarrell—1960	B.A.
Harry J. McMahon—1926	M.Ed.
Donald Marino—1958	B.A.
William Nickerson—1941	B.S.Ed.
Eugene Remian—1959	B.S.
Frances Troy—1927	B.S.Ed.
Donald Xenos—1960	B.S.Ed.
Robert Young—1959	M.Ed.

Cole Trade High School

Raymond L. W. Benoit—1949, Director	M.Ed.
Frank P. Skinyon—1934, Assistant Director	B.S.Ed.
Elsie Hofstra—1933, Secretary to Director	
Alice Nichols—1960, Clerk	
Robert V. Beals—1957	M.A.
George Braman—1938	
Anthony Chlapowski—1956	M.Ed.
Walter J. Glondek—1938	
Leonard W. Keyes—1959	Assoc. Eng.
David Knight—1956	
Lucian Manchuk—1956	
William B. Paul—1942	
Edwin J. Waskiewicz—1952	

ELEMENTARY SCHOOLS

Raoul O. Lataille—1939, Supervising Principal of Charlton Street, Eastford Road, and West Street Schools	M.Ed.
Mary Chambers—1959, Remedial Reading	

Charlton Street School

Camella Dintini—1940, Teaching Principal	M.Ed.
Kathleen Burns—1958	
Elizabeth Curtis—1944	M.Ed.
Lorene Fierro—1954	B.S.Ed.
Michaleen Hammill Barry—1960	B.A.
Dorothy Locke—1954	
Thomas F. Mahoney—1954	B.S.
Charlotte Ryan—1959	B.S.
Dorothy M. Sheriffs—1945	
William Sullivan—1960	B.S.

Eastford Road School

Constance L'Ecuyer—1940, Teaching Principal	M.A.
Laurenda Boyer—1927	
Frances L. Dragon—1960	B.A.
Josette Dupuis—1948	B.A.
Thomas Flanagan—1959	B.A.
Myrtle Harrald—1957	
Joan Little—1957	B.S.Ed.
Julia Morrill—1914	
Anita Sfreddo—1953	B. Music
Marie Skaza—1949	
Florida Tarquino—1942	B.S.Ed.

West Street School

Vincent J. Puracchio—1950, Teaching Principal	M.A.
Dorothy Berthiaume—1954	B.A.
Helen Golden—1948	B.A.
Martha Koprowski—1954	B.S.Ed.
Genevieve Long—1960	B.A.
Carol Monette—1960	B.A.
Madelene Proulx—1954	M.Ed.
Eva Salviuolo—1943	B.S.Ed.
Mary Winston—1951	

GRADES 6, 7, 8

R. Joseph Racine—1944, Supervising Principal of Marcy Street, Mechanic Street, and Pleasant Street Schools	M.Ed.
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Marcy Street School

John R. Bower—1958	B.S.
Donald Charlesworth—1960	B.B.A.
Francis C. Clark—1959	B.S.S.S.
James L. Healy—1959	B.S.
Claire A. Kirk—1949	M.Ed.
Agnes W. Stone—1957	
Celestine C. Sweet—1932	B.A.
Robert G. Windheim—1959	B.S.

Mechanic Street School

Irene V. Gough—1914, Teaching Principal	
Harold E. Kinnear—1959	B.S.Ed.
Margaret M. Monahan—1960	B.A.
Robert R. Weiss—1960	B.A.

Pleasant Street School

Patricia P. Callahan—1939, Teaching Principal	M.Ed.
Myrtle B. Jodrey—1944	
Joseph C. Montigny—1959	B.S.
Raymond L. Renaud—1959	B.S.Ed.

Enriched Groups — Grades 5, 6, and 7

Edith Manzi—1957, Teacher Supervisor	B.S.
Alice W. Dion—1926	
Francis Flanagan—1956	B.S.

Special Teachers

Joan Macker—1960	B.S.
Stanley Naumnik—1954	B.S.Ed.
William E. Rinehart—1952	B.S.

Cafeteria Personnel

Edith Freeman—1953, Manager
Viola Galligan—1953
Isabel Laforce—1953
Blanche Metras—1959
Hazel Walker—1960

Change of Teachers

Resigned

Judith Brockway—June	Music Supervisor
Paul Duhart—June	Mary E. Wells High School
Marjorie Duminie—June	Pleasant Street School
Robert Hart—June	Mary E. Wells High School
Genevieve Hetu—June	Mary E. Wells High School
Francis P. Jankowski—June	Marcy Street School
John Kowalski, Jr.—June	Mary E. Wells High School
Constance E. Langlois—June	Mary E. Wells High School
Gilbert Lamarre—July	Guidance Director
Walter McSherry—June	Mechanic Street School
Constance Morse—June	Eastford Road School
Anthony Sapienza—June	Mary E. Wells High School
Lee Viafora—June	West Street School

Retired

Pauline Aucoin—June	Mary E. Wells High School
Clara Reed—June	Special Class
Marie J. Saunders—June	Mechanic Street School

Appointed

Michaleen Hammil Barry—Sept.	Charlton Street School
Richard Belair—Sept.	Mary E. Wells High School
Francis B. Cassidy—Sept.	Mary E. Wells High School
Donald W. Charlesworth—Sept.	Marcy Street School
John T. Conlon—Sept.	Mary E. Wells High School
Frances Dragon—Sept.	Eastford Road School
William G. Fletcher—Sept.	Mary E. Wells High School
Sidney C. Gates—Sept.	Mary E. Wells High School
James L. Healy—Feb.	Marcy Street School
Harold Kinnear—Sept.	Mechanic Street School
Jacqueline McGarrell—Sept.	Mary E. Wells High School

Joan Macker—Sept.	Special Class
Margaret M. Monahan—Sept.	Mechanic Street School
Carol A. Monette—Sept.	West Street School
Helen Santilli—Sept.	Elementary Physical Education Supervisor
William F. Sullivan—Sept.	Charlton Street School
Robert R. Weiss—Sept.	Mechanic Street School

Change of Secretaries

Resigned

Maureen Prokos—Sept. Cole Trade High School

Appointed

Alice Nichols—Oct. Cole Trade High School

Janitors

Joseph Brouillard—1954	Head Janitor
Raoul Arpin—1959	Pleasant and Mechanic Street Schools
Telesphore Beauregard—1957	Mary E. Wells High School
Anatole Bombardier—1957	Cole Trade High School
Wilfred P. Gauthier—1952	West Street School
Adelard Lavallee—1952	Marcy Street School
Theophile Leduc—1943	Charlton Street School
Joseph Moore—1941	Eastford Road School
George St. Martin—1953	Mary E. Wells High School

**REPORT OF THE
SUPERINTENDENT OF SCHOOLS
FOR 1960**

To the School Committee and Citizens of Southbridge:

I hereby submit my seventh annual report as Superintendent of the Southbridge Public Schools, the sixty-ninth in a series of such reports.

Introduction

A period of transition for the Southbridge Public Schools is gradually coming to a close. Kindergartens were eliminated because of crowded conditions six years ago. There followed several years when pupils were transported from a section within the town to schools in other districts for the purpose of balancing enrollment. Finally, pupils of the sixth, seventh, and eighth grades were segregated in Marcy Street, Pleasant Street, and Mechanic Street Schools. This last policy was adopted because at the time of planning for the year 1959-1960 it was thought that the new high school would be ready for occupancy by February 1, 1961. If this had happened, the moving of pupils from the present high school to the new high school and from Pleasant, Marcy, and Mechanic Street Schools to the present high school could have been effected with a minimum of disturbance to the educational program. It is now apparent that September 1, 1961 is the earliest possible date when the new school will be ready for use.

The New School

The new school will offer the opportunity for a complete, modern secondary school program. In anticipation of this significant milestone in the history of Southbridge, all members of the faculty at Mary E. Wells High School, under the leadership of the principal, vice-principal, and heads of departments are preparing a brochure explaining the philosophy and goals of the new school and describing each course to be offered. There will be included in this book a section for the trade school division which will still be independent in curriculum and under the supervision of its present director.

Many questions have been asked about the impending merger of the two schools on the same site and substantially in the same school plant. As has been indicated, the trade and academic curricula of the trade school division will be completely independent, having its own director and teachers. Available to all public secondary school pupils in Southbridge

will be the use of the gymnasium, the cafeteria, the auditorium, and the library.

The high school principal will be known as the coordinator. The coordinator and the vocational director will have joint responsibility for the participation of vocational pupils in extracurricular activities, for scheduling physical education, assembly and athletic programs, and for recommending transfers from one division to another.

The high school principal will have initial responsibility for discipline when vocational pupils are using general facilities such as corridors in the academic section, gymnasium, cafeteria, and auditorium. The vocational director will be consulted before action is taken on any violations of good conduct by vocational pupils under such circumstances.

Reimbursement

The danger that any attempt to unite the two schools might result in partial or total loss of reimbursement has been a source of justifiable concern on the part of some citizens of the community. The surest and easiest way to reassure these people is to quote from a letter written by Director Walter Markham, Division of Vocational Education, State Department of Education, and sent to the Superintendent of Schools:

“. . . and as you stated you were a bit concerned about the reimbursement for vocational education as a result of this arrangement, I wish to reassure you that all of the provisions of Chapter 74 for reimbursement from the Commonwealth will continue in force . . . In addition, it may be possible that some proportionate arrangement may be made for future reimbursement for services rendered to vocational education by the high school principal and faculty.”

Contemplated Additions to Staff

Since the new school will have facilities for the teaching of physical education both to girls and to boys, it is anticipated that two teachers will be added to the faculty for this purpose. The new shop will mean that a teacher will be needed for this area. At present nine janitors are in service. With the opening of the new school ten full-time and one half-time custodians will be required.

Many pupils who are still in our regular classes could benefit from the opportunities inherent in a classroom situation for exceptional children. We have two such classes at present in which students are allowed to work to their potential without comparison with average or gifted children. We have needed a third class of this type for a number of years, but the room was

not available. With the opening of the new school there will be no space problems; and, according to law, with this needed space we must offer the program if a certified teacher is available.

The Guidance Division of the State Department of Education recommends a guidance counselor for every three hundred high school pupils. As a matter of fact, a school department cannot participate in the Federal program unless the department approaches this ratio. There are seven hundred public high school pupils in Southbridge, and the addition of another counselor, as recently voted by the Southbridge School Committee, is a source of encouragement.

The Name of the New High School

There are difficulties in planning programs for a school without a name. The first indication that a decision should be made was when the present juniors, who will graduate from the new school, were ordering their class rings and needed to know the wording of the insignia on the rings.

At a meeting of the Southbridge School Committee held on December 6, 1960, the following resolution was passed:

“That the new school be named Southbridge High School pending the possibility of change by a higher authority if there is one on this subject.”

Careers of Service

We hereby express regret at the departure from our ranks of Miss Pauline Aucoin, Mrs. Clara Reed, and Miss Marie Saunders. They served the children of Southbridge long and faithfully. May their years of retirement reward them in some small measure for the service they have so unselfishly rendered.

REPORT OF THE MARY E. WELLS HIGH SCHOOL

DR. JAMES M. ROBERTSON, Principal

The enrollment in Mary E. Wells High School for the year 1960-1961, as of October, is divided as follows: Seniors — 122, Juniors — 114, Sophomores — 125, Freshmen — 177, Post Graduates — 1, making a total of 539 students.

Program of Studies

Diplomas are granted upon completion of three different courses; namely, Academic, Commercial, and Civic-Social.

One hundred twelve pupils were graduated on June 12, 1960, and their names are included in this report for the information of interested citizens.

Class of 1960

- *Nancy Louise Allabashi
*Richard Henry Amiott
*Judith Marie Anderson
 Warren Walter Armes
†*Linda Ann Ashton
 John Leonard Barnard
†*Rita Jeanne Belanger
 *Richard Albert Bellerive
 *Jean Rita Berthiaume
 Joan Louise Berthiaume
†*Theresa Rita Boudreau
†*Daniel William Bousquet
†*Stuart Preston Bowen
 *Elaine Eva Brousseau
†*Judith Dorothy Brown
†*Richard Robert Brown
 Barbara Ann Chase
 Andre John Cormier
 Diana Joan Costa
 James Costa, Jr.
*Ronald Charles Cournoyer
 Ronald Rene Cournoyer
*Imelda Eileen Curboy
†*Dorothy Anne Damian
 *Jane Emelia Davis
 Lucia Dahn Davis
*Diane Shirley DeAngelis
†*Maryalice Wixted Dion
 Ronald Demirjian
 Richard John Domijan
 Linda Diane Dubreuil
*Johanna Mae Dumas
†*Judith Grace Fitts
†*Jana Martha Foss
†*Pauline Virginia French
 *John Armand Gabree
†*Louise Ann Gardner
†*Susan Carol Gascoigne
 Elaine Geraldine Gentili
*Roger Norman Giroux
 Joseph John Groth, Jr.
†*Bruce Albert Guardiani
 Brenda Eileen Hainsworth
†*Nancy Betty Hajec
†*Andrew Fyfe Hall, III
 Janice Eileen Hall
†*Dorothy Anne Kochanek
†*Susan JoAnn Koprowski
†*Albert William Labelle, Jr.
†*Dolores Mae Lach
 Ronald LaFortune
 Madeline Ann Landers
 Richard Paul Lataille
 Lee John Latendress
†*Prudence Ann LaVigueur
 Roger Paul L'Ecuyer
†*Ronald Leo Levesque
†*Joseph Frank Libuda, Jr.
†*Louise Lorina Livernois
 Maureen Judith McCarthy
†*Ralph Michael Mahan
 *Margaret Cecilia Misch
 Terrence Neal Mulligan
†*Gail Alice Osimo
†*Judith Gail Page
†*Nancy Olive Palmerino
†*Susan Diane Palmerino
 Estelle Blanche Pariseau
 Anna Rose Piccione
*Diane Cecilia Poirier
 Carol Ann Ponto
†*Marion Irene Postemski
 Madeline Dorothy Proulx
*Mary Margaret Rischitelli
†*Bruce MacKenzie Robertson
 Peter Robert Robidoux
 Sheila Carole Saletnik
†*Claudette Lucienne St. Cyr
 Shirley Mae Serleto
 Sandra Rachel Snow
 Judith Elaine Stypulkowski
*Richard Thomas Szczygiel
†*Shirley Carolyn Szydlik
†*Ursula Ann Szydlik
 Robert John Taylor
 Arthur Harry Theodoss
 Prudence Vina Thorpe
 Arthur Steven Tieri
 Aline Lucille Tremblay
*Sylvia Jeanne Tremblay
 Nicola Joseph Trifone
 Elaine Anne Tucci

Joan Ann Halley
Germaine Louise Hamel
†*John Richard Harrald
†*Charles Douglas Havener
*Richard Alan Haynes
†*Judith Lee Hmielowksi
James Ellis Howard
†*Margaret Mary Hughes
*Dennis Michael Julian
Rexford Philip Kidd

†*Dorothea Ann Vangel
*Michael Avram Veshia
Joyce Evelyn Walker
Lemuel Newell Walker
Karen Louise Wayne
Russell Arthur Willett
Margaret Dorothy Wolenski
†*Diana Yanka
Brenda Dale Zitka
George Adam Zoto

*General Average of 80% or above for four years.

†Members of National Honor Society.

The Southbridge Plan

The enriched program for rapid learners was continued for the third year. The plan calls for a careful screening of ninth grade pupils. I.Q. tests, aptitude and achievement tests, and outstanding ability in all elementary school subjects were the factors used in selecting twenty-six students to undertake the program. Each pupil carries five major subjects each year while in high school and adds calculus and advanced physics in the senior year. The program is as follows:

Grade 9

Required: (No electives except for extra-curricular activities)

1. English 101
2. Algebra 301
3. Plane Geometry 302
4. General Science 601
5. Latin 206

Grade 10

Required: (Five major subjects)

1. English 102
2. Algebra 303
3. Biology 602

Electives: (Two major subjects)

4. Latin 207
5. French 201*
6. Civics 501
7. Modern History 503
8. Mechanical Drawing 703

*Required if students do not elect Latin II

Grade 11

Required: (Five major subjects)

1. English 103
2. Chemistry 603

Electives: (Three major subjects)

Grade 12

Required: (Five major subjects)

1. English 104
2. U. S. History 504

Electives: (Three major subjects)

- | | |
|---------------------------|--|
| 3. College Math 304 | 3. Advanced Math (Calculus and Differential Equations) |
| 4. Latin 208 | 4. French 203 |
| 5. French 202* | 5. Problems of Democracy 505 |
| 6. Civics 501 | 6. Sociology 506 |
| 7. World History 502 | 7. Physics 604 |
| 8. Mechanical Drawing 703 | 8. Typewriting 406 |
- *Required unless two years of Latin have been taken

Pupils may choose *one* from the following list of activities each year:

- Art 901
- Public Speaking 907
- Band 902
- Girls' Glee Club 903
- Boys' Glee Club 905
- A Cappella Choir 904
- Dramatics 906

Twenty-six pupils were selected with the approval of the parents of these pupils. One pupil asked to be released from this program.

Improvements in the School Plant

There have been some major improvements in the school building. These include:

1. A modern language laboratory with five individual booths installed in Room 104
2. The installation of modern lights in four more rooms
3. Room 4 equipped with modern movable furniture

Guidance Department

The work of the Guidance Department will be covered in the report of the Guidance Director, Dr. Lewis Kyrios.

Commercial Department

The commercial program offers courses which should give a student a well-rounded education for future office employment. It includes shorthand, typewriting, bookkeeping, comptometry, filing, office practice, and all general business courses.

Students in the two major courses, bookkeeping and shorthand, have given a good account of themselves in the many offices in the town.

Shorthand offers a worth-while skill; and, at the same time, it gives supplementary help to Audograph transcribers. The Audograph and other transcribing machines are used extensively in local offices. Shorthand transcribers actually get an excellent business English course with the development of this skill.

Two years of study are offered in the bookkeeping course. Because of crowded programs in the junior year, many students take only one year of this subject. The first year of bookkeeping teaches the basic principles of double entry bookkeeping and offers a variety of problems so that the pupil has experience in several kinds of businesses.

The second year of bookkeeping reviews the same basic principles, applying them to more advanced problems. It gives the student a chance to learn something about business organization and the bookkeeping and clerical work necessary for proper record keeping. A student is encouraged to use the skill he is acquiring on calculating and listing machines in working out his bookkeeping problems.

The typewriting room is equipped with both manual and electric typewriters. Comptometers, rotary calculators, and an IBM punch machine are used in the calculators course. The office practice room offers courses in filing and in general business forms. It is equipped with an Audograph transcribing machine, a Mimeograph, a spirit duplicator, and eight typewriters.

The cooperative program with industry is in operation as long as industry favors it, and as long as the school is able to supply industry with students. This program alternates work weeks with instruction weeks.

The English Department

During 1959 and 1960 six girls, Pauline French, Dolores Lach, Martha McMaster, Margaret Langevin, Linda Dionne, Marcia Grandone, received 100 percent in the two National Office Management Association spelling tests.

John Harrald, after qualifying for a nation-wide theme competition through his grades on the National Merit Scholarship examinations, won \$100, awarded by the Boeing Airplane Company of Seattle, Washington.

A specific attack on the problem of improving reading skills took the form of a twenty-week course prepared by Science Research Associates, Incorporated, being given to all English classes, grades 9 through 12. Through the course, drill on both rate and comprehension of reading revealed both above average and below average in the skills. The results had value in diagnosis of faults and in improvement in the skills. Since ability to read affects marks in every subject, and since college-bound pupils are advised to achieve a rate of 250-295 words a minute, the value of such a course is obvious.

This year special preparation of eleventh and twelfth grade pupils to take over sixty College Board Examinations in some phase of English has been a regular part of our work.

Foreign Language Department

Three years of French and Latin are offered in our high school. The immediate aim of the foreign language program is to develop the student's ability to read, write, and understand the language and to speak it correctly.

Provision for individual differences is made by offering three levels of assignment to students capable of progressing at their own pace and by giving liberal individual help to students who wish it.

This year we have been very fortunate in having a Language Laboratory to assist our students with pronunciation, correct grammar, and also the recording of their own voices. All booths are equipped with earphones, microphones, and tape recorders.

Each student can record his own voice and communicate directly with the teacher at the master control panel. The teacher can address one or all of the students in the booths. She can also listen to one or all of the students by means of the inter-com system. We are certain that the language laboratory will be of great value.

Mathematics Department

The Mathematics Department has continued the format of the past several years but has initiated a new course; namely, Modern Mathematics.

The Modern Mathematics course acquaints the student with the concepts and necessary working tools of modern mathematics. Modern Mathematics is not a new discovery, not a new kind of mathematics, but a re-emphasis upon the whole structure of mathematics, so necessary in our rapidly advancing technological age.

The newly purchased mathematics equipment serves two purposes. First, it illustrates and strengthens in the student's mind the basic mathematical ideas. It also serves as a stimulus for individual study and research.

Social Studies Department

This year we are offering for the first time a course in Contemporary Civilization. It is an honors course limited to seniors of high academic standing.

This course is presented in the hope that it will make a significant contribution toward preparing students for the challenges of their time. It is a summary and interpretation of significant events and trends of the immediate present, and seeks to provide the student with the facts he needs to put the present scene into perspective.

Much stress is put on research and oral presentation by the

student. Debates will be given by members of this class at school assemblies.

We hope to present at least one forum assembly by foreign students from nearby universities.

Beginning next year, we hope to have the Social Studies Department so organized that a course will be available to a student of any class at general or college level.

It is our plan to present United States History in two courses, one elective and one required. The elective course would cover the time period from early explorations to the administration of Theodore Roosevelt. The required course would cover the time period from the Theodore Roosevelt administration to the present. Current events will be correlated with all Social Studies courses.

We are constantly striving to offer that course of studies in Social Studies which will best help the student acquire knowledge and skills essential for good citizenship, an appreciation of our American heritage and democratic way of life, and an understanding of other peoples which will help build a stronger base for peace.

Chemistry

This year chemistry is being offered under two titles.

College Chemistry which, as in the past, has for its primary objective preparation for entrance into college. The usual areas are being covered. However, the emphasis is away from the descriptive aspects and industrial applications and toward the theoretical. In keeping with this trend, areas such as Atomic Theory and Atomic Structure, The Periodic Law, Molecules and Valence, particularly Co-Valent bonding, are being stressed. The Theory of Ionization has been expanded and brought up to date by including the theories of Bronsted and Lewis in their application to acids and bases. One day each week is utilized for experiments.

General Chemistry has a more functional objective; here the predominant interest lies with its application in the fields of nursing, hygiene, and dietetics.

Physics

We plan to cover the topics of Mechanics, Heat, Light, Sound, and Electricity. Here we attempt to include enough theory and problem solving along with the application of these principles to industry to enable our pupils to enter college or industry at the conclusion of the course. Each Monday, all students have an opportunity to perform an experiment in the laboratory, usually in a group of two students.

Biology

In Biology, the classes are making a systematic study of animals with an emphasis on structure and function. This study includes microscopic examination of slides and dissection of the more basic animals.

The enriched program is following much the same pattern but with more emphasis on exactness.

Science Fair

The second annual Science Fair was held in the school auditorium. There were approximately 150 science exhibits on display. Three of the most outstanding projects were chosen and the winners were Charles Havener, Joseph Seremet, and Alvin Tompkins, who represented the school at the Kiwanis Science Fair in Worcester, Massachusetts.

Home Economics

There are many interesting occupations open to women today who are trained in Home Economics; such as, dietitians in hospitals, managers of tea rooms, social workers, designers of houses, decorators of homes, designers of wearing apparel for both men and women, directors of home economic departments in food manufacturing companies and household appliance companies, demonstrators on radio and T.V. programs. A woman may not cook food, but she will select it. She may not make her clothes, but she will buy them. She may not own her own home, but she will always be part of one. When Alice Freeman Palmer gave up the presidency of Wellesley College to become a home maker, she said, "There is nothing better than the making of a true home."

In two class periods a week the fundamentals of both foods and clothing are stressed. The foods work is based on "The Basic Seven" and includes meal planning, table service, the preparation of simple breakfasts and luncheon dishes, refreshments for special occasions, and the use and care of the gas and electric kitchen units.

New electric sewing machines are used in the sewing work in the making of aprons, wool skirts and jumpers, cotton blouses, and sport clothes. Furthermore, there are projects including the making of stuffed toys and embroidery, care of the sick, and interior decorating.

The College Preparatory Course

The college preparatory course prepares students for all leading universities and colleges in the country. Many of the

pupils receive large scholarships, a tribute to their own industry and a tribute to the excellent instruction of their teachers. Students from this course have entered such leading institutions as the following: Cornell, Connecticut College for Women, Brown University, College of the Holy Cross, Tufts, Dartmouth, University of Massachusetts, Boston University, University of Michigan, Worcester Polytechnic Institute, Clark University, Rensselaer Polytechnic Institute, Massachusetts Institute of Technology, Harvard, Smith College, Mount Holyoke, Wellesley College, Simmons College, Columbia University, Carnegie Tech, Lowell Tech, University of Connecticut, University of New Hampshire, Williams College, Colorado College, Ohio State, College of New Rochelle, California Institute of Technology, Georgia Tech, Pennsylvania State College, Northeastern University, Westminster College, Bates, Missouri School of Mines and Metallurgy, Colby College, Purdue University, Michigan School of Mining and Engineering, Michigan State, Springfield College, Pembroke, Emmanuel, Albertus Magnus, plus most of the leading business colleges and nursing schools.

Student Council Activities

The Student Council of the Mary E. Wells High School plays an important part between students and administration. This organization is under the direction of Miss Rose Brodeur. The values of the organization are manifold.

1. Pupils participate in or manage extra-curricular affairs.
2. Responsibility, initiative, and leadership are developed.
3. Proper student-faculty relations are promoted.
4. Training in worthy citizenship is furnished.
5. The general welfare of the school is promoted.
6. The internal administration of the school is aided.

The Fred E. Corbin Chapter of the National Honor Society

The local chapter of the National Honor Society, named in honor of the late Mr. Fred E. Corbin, inducted thirty-five members during the past year. The most recent induction was honored by Superintendent of Schools Robert L. Fox, who spoke at the ceremony.

The following students were inducted into the society during the past year:

February 1960

Seniors

Theresa Boudreau
Daniel Bousquet
Judith Brown
Richard Brown

Juniors

Diane Adamick
Richard Bucknam
Linda Chapman
Beverly Gauthier

Judith Fitts	Louise Jovan
Nancy Hajec	Dorothy Karbowski
Andrew Hall	Mary Ann Libuda
Prudence Lavigueur	Mary McKinstry
Robert Mahan	Martha McMaster
Bruce Robertson	Patricia Nolan
Dorothea Vangel	
Diana Yanka	

November 1960

Seniors	Juniors
William Bowen	George Bednarz
Diane Lafrance	Jill Lamarine
Roger Lavallee	Diane Landry
Linda Lomme	Robert Polakowski
Diane Sawicki	Peter Seguin
Christine Shea	David Spielvogel
Janice Splaine	

Assemblies

Assemblies are held every other week. These assemblies are of immense value to any student body, inasmuch as they are not only educational but explore the various phases of school life. Furthermore, they widen and deepen the interest of the pupils and serve as a means of developing public opinion and appreciation. The types of assemblies fall into many categories; namely, education, music, rallies, drama, club programs, movies, entertainment, installations, science, commerce and business, observance of special days, and guidance.

The assemblies are held in the auditorium of the high school.

Recommendations

There are several recommendations that I would like to make at this time:

1. That a teacher-librarian be appointed
2. That more lockers be installed until enough are furnished to take care of all pupils' belongings, coats, rubbers, etc.
3. That the industrial arts program be expanded in order that those pupils who are not interested in a trade education may have the benefit from allied courses.
4. That a biology laboratory be installed so that pupils may conduct experiments to increase their interest in the subject.

5. That a survey be made to determine the proper methods of lighting all rooms in the school.
6. That money be appropriated for assembly programs.
7. That after ten years of consecutive service, teachers and administrators be given sabbatical leave at full pay for professional study or travel.
8. That a yearly allotment of not less than \$1500 be appropriated for the band—an unusually worthy group which has been self-supporting.

I wish to express my appreciation to the townspeople for their continued efforts in behalf of the Mary E. Wells High School, and I extend my thanks to the School Department for its support.

REPORT OF THE UNIVERSITY EXTENSION AND EVENING VOCATIONAL COURSES

DR. JAMES M. ROBERTSON, Director

Classes in evening vocational subjects were offered again this year and proved to be very well attended. The following vocational classes were started:

Elementary Sewing	Two Classes
Advanced Dressmaking	One class
Cooking	One class

University Extension classes were offered in the commercial field:

Elementary Typewriting, Part 1	One class
Office Machines	One class

These classes were conducted under the supervision of the State Department of Education and were instructed by accredited teachers.

Other classes in the vocational, commercial, and academic fields will be offered when the demand for them is sufficient to form such classes.

REPORT OF COLE TRADE HIGH SCHOOL

RAYMOND L. W. BENOIT, Director

Secretary of Labor, James Mitchell, said, "Industry is the life blood of any community." Mr. George Wells, Deputy Commissioner of Commerce, said recently that when a new industry is contemplating locating in a community, one of the major factors which they consider is the supply of skilled labor. He implied that communities must do something about training young people into the trades if a community is to keep old industry and get new industry to establish in this community. Mr. Wells also made a strong plea for training technicians to meet the demanding needs of industry. I discussed this prob-

lem, based on needs, with the personnel people in one of the largest companies in our community, and they support the fact that there is a need for strengthening our present school with the addition of a thirteenth and fourteenth year in order to train technicians.

The new construction has disrupted our program somewhat, but by September 1961 we hope to be back to normalcy.

We are pleased to report that the Ella M. Cole Chapter of the National Honor Society was granted a charter by the National Council. The charter members were selected and passed the initial requisite by meeting with the advisers for the new chapter on November 1, 1960. These same members were inducted by members of the Fred E. Corbin Chapter of Mary E. Wells High School on December 19. This new chapter should be a stimulus to many students to strive for good scholarship and to strive for good citizenship.

The charter members are: Kenneth Bachand, William Black, Bruce Gardner, Oliver Jamieson, Richard Savage, Robert Sweet, and Robert Trombley.

The officers are:

President	Robert Sweet
Vice President	Robert Trombley
Secretary	Kenneth Bachand
Treasurer	Oliver Jamieson

GRADUATES — 1960

Cabinetmakers

Richard Allen Gauthier
Paul Armand Gendreau

James Walter Ohop
Robert Xavier St. Laurent

Draftsmen

Georges Joseph Allard
Henry Anthony Maramo, Jr.

Richard Anthony Polakowski
Nicholas Amo Sylvestri, Jr.

Electricians

Ronald Clarence Arsenault
Walter Henry Belanger

Gerald Girard
John Edmund Laabs

Machinists

Peter James Borey
Ronald Michael Curboy
Rodney William Kelly
Ronald Vincent Lariviere
Leonide Robert Lemire

Richard Eugene Tremblay

Joseph Frank Lepare
Donald Archie Masse
Frank Lewis Partlow
Normand Ernest Patenaude
Frederick Joseph Schur

Metalsmiths

Joseph Edward Ignasiak
John Joseph Malagrida

Jan Edward Manning
John Thomas Welch

Class Officers

President	John Malagrida
Vice President	Frederick Schur
Secretary	Leonide Lemire
Treasurer	Frank Partlow
Class Adviser	Mr. David F. Knight

Awards

American Legion Post 31 Award (Good Citizenship)	Ronald Lariviere
American Legion Music Award	Walter Belanger
Director's Gold "C"	Frank Partlow
English	Nicholas Sylvestri
Mathematics	Ronald Lariviere
Science	Henry Maramo
Social Studies	Walter Belanger

In conclusion, I thank the Townspeople, the School Committee, the Advisory Board, the Superintendent of Schools, the faculty, the office staffs, and our custodian for their valuable aid in helping to make the Vocational Education Program a success in the Town of Southbridge.

REPORT OF CHARLTON STREET, EASTFORD ROAD AND WEST STREET SCHOOLS

RAOUL O. LATAILLE, Supervising Elementary Principal

The year 1960 has brought about many changes in the general organization of the School Department in anticipation of the completion of the new high school. The most important phases of these new developments have materialized this year at the elementary level.

The adoption of a new administrative plan, that of one supervising principal for all elementary grades with a teaching principal assistant in each of the Charlton Street, Eastford Road, and West Street Schools, is proving very satisfactory. For the first time, our Southbridge Elementary Schools are under the direct administration and supervision of one person.

This plan will assure more uniformity of operation, better standardization and strengthening of the curriculum, and an increased level of achievement for all grades. With the cooperation of teachers and parents, and support of the administration, we feel that the change will benefit our school system.

The incorporation of a remedial reading teacher in the elementary grades is a great step forward in coping with needs of the pupils with reading difficulties. For many years, we have been cognizant of reading weaknesses and have tried our best to eliminate them within the classroom or by after-school help. This addition is another very important way of providing for individual differences. It is our hope that the year 1961 will bring about more and better adjustments along this line.

The academic progress of pupils is always desirable but almost impossible unless the pupils are physically fit. The addition of a physical education teacher specifically for the elementary grades is achieving its purpose of developing strength, vigor, vitality, and coordination in each individual according to his capacity. Again, it is our hope that this all-important phase of education will be continued at the elementary level in the years to come.

A new, more attractive, and more comprehensive report card has been adopted by the elementary schools. The new card is more in keeping with modern educational trends. This change has brought about more accurate numerical subject marks in the intermediate grades instead of the ambiguous and misleading letter denominations. The new report card also includes a character or personality evaluation of each pupil. This phase of the report acquaints the child at an early age, and the parent, too, with the type of evaluation to which he will be subjected later in practically every field of endeavor.

A new English language textbook series has been adopted and is proving very satisfactory at all grade levels. It eliminates the conglomeration of language textbooks that were in use previously. Also, the completion of the science series in grades 1, 2, and 3 now reduces the need for up-to-date basic textbooks to social studies at the elementary level.

Sets of social studies textbooks from publishers have been received and others are on order. These sets will be distributed soon to the teachers for examination, and selection will be made in the spring. It is our sincere hope that these will be approved and purchased so that, by September 1961, the elementary grades will be supplied in every basic subject with an up-to-date textbook.

My main recommendation for the elementary schools is that a complete survey be made by unbiased educators to establish much closer correlation of techniques and abilities in reading, phonics, spelling, and composition. My 1959 report stresses the importance and the immediate need for this correlation.

I am certain that an earnest effort in this direction would also help greatly to overcome some of the difficulties we are now encountering in these subjects. It would also increase the

understanding and the achievement of all pupils at all grade levels in the elementary schools.

All elementary teachers are to be commended for their splendid cooperation and their truly efficient work in the classrooms. Without them obviously a school system cannot exist, but with the conscientious teachers now in the elementary schools, we will make great strides forward in the future.

I wish to take this opportunity to extend my sincere appreciation and thanks to Mr. Fox, our Superintendent, for his help; to Mrs. Camella Dintini, Miss Constance L'Ecuyer, Mr. Vincent Puracchio, for their cooperation and assistance in the administration of the three elementary schools; to all parents for their understanding of our work; and to the custodians for their work in keeping the buildings comfortable and clean.

REPORT OF MARCY STREET, MECHANIC STREET, AND PLEASANT STREET SCHOOLS

R. JOSEPH RACINE, *Supervising Principal
of Grades 6, 7, and 8*

As this report is being written, we are in the midst of our first school year with grades 6, 7, and 8 under one supervisory head.

We are in the process of evaluating and consolidating the curriculum of these grades on a sound and unified basis. Subject-matter chairmen have been appointed to preside over a series of faculty meetings which are being held to discuss curriculum, and to unify grade goals and objectives.

The subject-matter chairmen are: Science, John Bower; Social Studies, Patricia Callahan; Arithmetic, Irene Gough; Literature and Spelling, Claire Kirk; English, Celestine Sweet.

Teaching techniques, purposeful pupil projects, and integral use of workbooks will be an important part of the faculty discussions and findings. It is by sharing these valuable experiences that our curriculum and teaching will consistently improve.

Grades, 6, 7, and 8 are now departmentally taught grades and require mature teachers, with at least two years of teaching experience, and sound knowledge of one subject-matter field, their major.

These grades are critically transitional in nature as regards pupil mental, physical, emotional, and social growth. At this early secondary level, organized knowledge and emphasis on subject matter take on increasing importance. Teachers with the finest combination of qualifications are needed in this area.

It is highly recommended that no pupil from grade 5 be promoted to grade 6 if he fails in reading comprehension. The ability to read for comprehension is basic and imperative in early

secondary school work, where departmental teaching begins. A pupil must enter these grades with a mastery of reading skills, to assure minimum success, or he will flounder hopelessly.

Several grades have maximum enrollments of up to 36 pupils. This is too heavy a teacher load, and pupils become lost in the impersonal type of atmosphere that necessarily prevails with such large groups. We must strive to hold to a maximum of 30 pupils, for the best type of teaching and pupil performance. Even the excellent teacher, who in the final analysis is the key figure in any teaching-learning situation, and the very backbone of the school system, is heavily hampered by a large enrollment. The tragic end-result is a considerable deprivation of the individual attention that so many less-than-average pupils desperately require for educational survival.

A study of the textbook needs of grades 6, 7, and 8 will be completed by April 1. Our social studies textbooks are practically obsolete, and the English language textbooks in grades 7 and 8 must be replaced with the latest edition of a detailed and comprehensive textbook.

Science demonstration tables and equipment have been installed in each science classroom. As soon as the chemical materials have been received, these tables will be in full use.

I would like to express to Mr. Fox my gratitude for his continuous solicitude for the total welfare of all pupils, and my thanks to the teaching principals, and teachers, for their splendid cooperation in all curriculum and administrative endeavors.

REPORT OF THE ADVANCED ELEMENTARY PROGRAM

EDITH A. MANZI, *Supervisor*

The program for the academically talented students in the elementary schools was continued for the second year at the Marcy Street School. The sixth-graders received more challenge, acceleration, and enrichment in all subject areas, while the fifth-graders were oriented to their new course of study.

Enrichment for grade six consisted of various field trips to the local public library, to the telephone company building, and to the Higgins Museum in Worcester. A guest speaker described color slides of a trip to Europe. Science projects were explained at a Parent-Teachers' Meeting.

The fifth grade developed poise by singing French Christmas carols over the local radio station and by entertaining at club meetings with choral reading and French conversations. French speakers addressed grades five and six entirely in French. Correspondence with an accelerated class in California through both letters and tape recordings, as well as field trips to Old Sturbridge Village and to the United Lens Company added further enrichment to the course.

Presently, three advanced classes are enjoying a challenging year at the Mary E. Wells High School. The pupils of grades five, six, and seven have demonstrated their remarkable ability to adjust to new situations by becoming acclimated to the high-school schedule, to departmentalized classes, and to various other changes with facility.

Constantly seeking to attain maximal gains for our students, we continue to enrich and accelerate our fifth and sixth grade courses, while we broaden the scope of grade seven with more advanced science projects, greater acceleration in mathematics, and the introduction of the written word in French.

Audio-visual materials, such as the tape recorder, record player, films, filmstrips, and 21-Inch-Classroom are being utilized to great advantage, particularly in the teaching of Conversational French, science, and social studies. Each aid proves an added stimulus to the courses as well as a corrective measure in many areas.

As a result of discussions held by the superintendent, the supervising principals, the guidance director, the supervisor of the program, and the teachers of the program, the title of the program was more satisfactorily changed to the Advanced Elementary Program. Another decision was that in the fall of 1961 the fifth grade would be eliminated from the program, which would henceforth consist of grades six, seven, and eight.

With the advancement of the curriculum according to the needs and abilities of the students and according to their capacity to absorb the wealth of the subject matter as our aim, we genuinely hope that each potential will be developed to its fullest.

May I, in conclusion, take this opportunity to express my sincere gratitude to the School Committee; to Mr. Fox, Superintendent of Schools; to Dr. Robertson, Principal of the Mary E. Wells High School; to Mr. Desroches, Audio-Visual Aids Director; and to the many people who have shown such splendid interest and cooperation in our endeavors.

REPORT OF SCHOOL HEALTH DEPARTMENT

LOTTIE A. LEBLANC, *School Nurse*

The ultimate objective of the school health services is to maintain, protect, and promote the optimal health — physical, mental, emotional, and social — of the school-age child.

Six hundred and forty-two examinations were given to public school children. As a result, fifty-four defects were found and notices were mailed to parents for their immediate attention.

There were four hundred and seventeen visits made to the various public schools. The Massachusetts Vision Test and the Massachusetts Hearing Test were completed in all schools, and

notices were mailed to parents informing them of the failures. First Aid was rendered to one hundred and seventy pupils. One hundred and thirty-two home visits were made, and two thousand six hundred and thirty conferences were held in reference to school health problems.

Two hundred and six pupils received dental care at the Dental Clinic. Two hundred and forty-six children received regular inoculations, and two hundred and forty-seven received booster doses at the Toxoid Clinics. Salk Vaccine was given to two hundred and forty pre-school and school children in the first grades. Registration of pre-school children was conducted by the Board of Health and the School Department. A total of three hundred and twelve children registered for the first grade.

This office cared for our needy children. Clothing was furnished to twelve children during the year; dental care was provided for one; lenses were secured for fourteen; hot lunches were provided for four; one was examined at the Massachusetts Ear and Eye Infirmary; and five attended Camp Wonderland in Sharon, Massachusetts. Six children were referred to the State Crippled Children's Clinic, and four were referred to the Worcester Hearing League for Lip Reading Classes.

The Census of the Blind and the Census of the Physically Handicapped Children were completed and forwarded to the Board of Education. The report of the Hearing Conservation Program and the report of the Vision Conservation Program were forwarded to the Department of Public Health. Fourteen home teachers were provided for physically handicapped children unable to attend school. Clear Type Books were ordered from the Massachusetts Division of the Blind for two children.

School children in grades one through twelve were given the opportunity to participate in the tuberculin testing program — the Mantoux Test. A small percentage of the children had a positive reaction, and they were referred for a Chest X-Ray.

The "Santa's Fund," made possible by the generous people of Southbridge, helped many of our needy families who have children attending public schools.

I wish to express sincere appreciation to our interested citizens for the help and cooperation that has been extended regarding a proposed Mental Health Center, and to everyone who contributed in any way to the success of our 1960 Health Program.

REPORT OF ART DEPARTMENT

Claire Birtz, *Director*

This year, due to the increase in the number of classes being taught by the one art supervisor, the integrated art program starts at the sixth-grade level. Art in all lower grades is being

taught by homeroom teachers. These teachers are working very hard to keep the program going, but they should have the help of a qualified art teacher.

Our high-school students are becoming more cognizant of art and the important role it plays in our daily lives. More and more high-school students are enrolling in our art courses. Many of them have shown, as those of you who visited our art room on Parents' Night saw, a great deal of ability. Some of these students will become the creators and producers of art. Some students will continue with art as a hobby. Other students will become the consumers of art. It is essential that creative art plays a major role in art education, but art educators must also try to develop consumer taste — a working knowledge of art in people of all ages.

We have been seriously handicapped by lack of space, storage room for materials, shelves on which work in progress can be stored, lack of display areas, etc. However, the thought that we will soon be moving to more spacious and modern quarters helps us to overlook our very cramped space.

We hope that, with the better facilities that will be ours in the new high school, the art room will become the focal point of both high-school students and townspeople.

A modern art center, open all day, so that students can use free time to good advantage; an arts and crafts center, used and enjoyed by both high-school students and townspeople, where fine loan exhibitions can be displayed, and original pieces shown; a place where different groups of hobbyists from the area can display their work; a center enjoyed by all is our aim for the new Southbridge High School.

REPORT OF THE AUDIO-VISUAL AIDS DEPARTMENT

EDWARD DESROCHES, *Director*

The rapid growth of the Audio-Visual Aids Department during the past few years is direct testimony of its importance to our teaching staff. Teachers have come to regard it as their center of valuable instructional materials and services for the continuous improvement of their teaching. The services of the Department now made available to our teachers and used extensively during 1960 are the following:

1. Audio-Visual materials and equipment
 - a. Films (both rentals and from our library)
 - b. Filmstrips
 - c. Lantern Slides
 - d. Records and transcriptions
 - e. Tape recordings

Plus—

- f. Sound motion picture projector

- g. Sound filmstrip projector
 - h. Filmstrip projector
 - i. Lantern slide projector
 - j. Overhead projector
 - k. Television
2. Materials and equipment delivered upon request
 3. Catalogs and bulletins on materials available and on new methods and techniques of using materials
 4. Instructions in the operation and use of equipment
 5. Bulletins informing teachers of institutes, meetings, demonstrations, and workshops in the use of audio-visual materials
 6. Textbooks, publications, and guides in the field
 7. Correlation guides designed to suggest materials for specific topics in the school's curriculum plan
 8. Teacher guides for most of the teaching aids used in the system
 9. Student projectionists to set up and operate equipment for teachers
 10. Opportunities for the teacher to preview and audition materials
 11. Individual conferences with the director when desired
 12. Demonstrations of audio-visual materials and techniques

Services of the Audio-Visual Aids Department are not necessarily limited to teachers. They are frequently made available to various community organizations. In 1960, the following organizations were provided with equipment, materials and projectionists: Rotary Club, Exchange Club, Knights of Columbus, Junior Chamber of Commerce, Mothers Club, Girl Scouts, Association for the Mentally Retarded, Junior Red Cross, Office of Civil Defense, Pilsudski Polish-American Club, and the Sitz-markers Ski Club.

REPORT OF THE CHORAL MUSIC DEPARTMENT

Grades VI - XII

SIDNEY C. GATES, Supervisor

The Vocal Music Department at Mary E. Wells High School has two singing organizations this year—the Girls' Glee Club and the Mixed Chorus. The objective of these groups is to bring an active musical experience to all students enrolled. Both classical and popular music are performed.

The Mixed Chorus has sung at the National Honor Society induction for Mary E. Wells High School and for Cole Trade High School. Both groups performed for the annual Parents' Night at the high school and presented a Christmas Concert in

December. Plans are now being made for an operetta to be held in March as well as for the annual Spring Concert.

A course in Music Appreciation was also added to the curriculum. This course is an elective and carries five credits. It is also an acceptable elective by all colleges in fulfilling their entrance requirements. The purpose of this course is to acquaint the student with different eras of music from 600 A. D. to the present time. Attention is given to the organization of the modern symphony orchestra and the sounds and uses of each instrument. After the first quarter much time is spent in listening to and analyzing composers' works. The last quarter is spent on American music, including the various types of jazz.

In the 6th, 7th, and 8th grades the fundamentals of music are being presented through singing, listening, and audio-visual aids. Brief histories of the composers are given, and the instruments of the orchestra and band are studied.

There is a Boys' Glee Club at Cole Trade High School this year also. They are preparing music to be presented at their school functions.

REPORT OF INSTRUMENTAL MUSIC DEPARTMENT

PAUL J. SWEET, Director

The high-school band had an Exchange Concert with the Montpelier, Vermont high-school band early in the past school year. While it was a rather long trip, its social and educational value made it most worth while. The choruses of both schools also took part. Our parents' committee did a splendid job of housing and feeding the visiting group, and they deserve our heartiest thanks.

During the balance of the year, the high-school band took part in several parades, concerts, and in all football games, adding much to its prestige.

The junior band was active during the year, taking part in several parades and playing for the eighth-grade graduation.

REPORT OF ELEMENTARY SCHOOL MUSIC DEPARTMENT

ROSALIE RUBENSTEIN, Supervisor

The responsibility of the Elementary School Music Supervisor in the Southbridge Schools is teaching in three elementary schools, grades one to five inclusive and in two schools of sixth, seventh, and eighth grades.

Programs are designed to accomplish the following: to enable all children to participate in singing; to develop a taste for good music; to teach technicalities of music so that the

children will gradually develop the ability to sing an unfamiliar song from the music.

Many different techniques are used to achieve the purposes of the school music program.

In the lower grades rote songs are used to continue the music training given to pre-schoolers obtained at home or in kindergarten, and to introduce to the world of music those who have no such training. Special work with monotones by individual effort is stressed especially in the lower grades.

Unison singing, rounds, and part singing are three divisions employed in the upper grades. Then, technical terms are introduced, gradually increasing the musical vocabulary of the students.

This training is designed to foster a love for music, a knowledge of the physical symbols of music, and the ability to read music at sight.

REPORT OF CAFETERIA

EDITH M. FREEMAN, *Supervisor*

The staff of the Mary E. Wells High School cafeteria served between 475 and 550 daily meals during the year, with a record of 600 meals for Thanksgiving and 700 meals for Christmas.

There was an increase in the number of meals served to the pupils from Marcy Street School. One hundred daily meals were served to these children.

The elementary school milk program continues on the same high level.

The Southbridge Evening Women's Club has provided money for free lunches for the pupils who cannot afford to pay for meals. The Supervisor wishes to thank this organization for its generosity in providing additional nutrition, which is so essential to children.

REPORT OF PLAYGROUND DEPARTMENT

DR. LEWIS A. KYRIOS, *Director*

The playground season began on July 11 and ended August 19, a period of six weeks. The activities were conducted at the following areas: Charlton Street, Eastford Road, West Street, Pleasant Street, and the Town Hall.

Personnel

Dr. Lewis A. Kyrios Director
Mrs. Kathryn Beauregard Supervisor of Arts and Crafts

Pleasant Street

Supervisor Miss Madelene Proulx
Assistants Miss Diana Costa
..... Miss Joan Malboeuf

Eastford Road

Supervisor	Mr. Raymond Renaud
Assistants	Miss Jacqueline Lapointe
	Miss Mary Spielman

West Street

Supervisor	Mr. Richard Farland
Assistants	Miss Elisabeth Coderre
	Miss Kathryn Hart

Charlton Street

Supervisor	Mr. John Kowalski
Assistants	Miss Ada Tieri
	Miss Johanna Rossi
	Miss Lorna Lusignan

Enrollment and Attendance

Total Enrollment	1,125
Average Daily Attendance	460
Average Percentage Of Attendance	40%
Largest Daily Attendance	59%

Activities

Interplayground competition in softball, volleyball, and dodgeball was offered.

Ping-pong, zellball, and horseshoes were presented as intra-playground activities.

Singing games, quiet games, as well as slides, jungle-gym, and sandbox activities were listed for the little people.

Arts and Crafts

The Arts and Crafts exhibit was held on each playground on August 17, from 2:00 o'clock to 3:30 o'clock. Over four thousand items were displayed. Parents and friends of the children were invited, and over five hundred people attended this exhibit. This display was under the excellent supervision of Mrs. Kathryn Beauregard, the Arts and Crafts Supervisor.

Meetings

There were six meetings of the supervisors held during the season and the purpose of these meetings was to plan the activ-

ties of the week and to consider any problems that may have developed during the previous week. These meetings were a source of help to all.

Safety Program

The Safety Program was very successful as the results were excellent. There were no major accidents.

REPORT OF GUIDANCE AND PLACEMENT DEPARTMENT

DR. LEWIS A. KYRIOS, *Director*

Guidance and pupil personnel services directed and coordinated by staff members with specialized preparation are an integral part of the educational program and are especially designed to assist in focusing the entire educational process on the individual. These services are organized to give continuous assistance to each student in knowing himself as an individual and as a member of society; in making the most of his strengths and in correcting or compensating for limitations; in relating this information realistically to his needs and potentialities; in helping him with the social-moral-spiritual problems common to youth; and in discovering and developing creative interests and appreciations.

Our guidance services provide an inventory of the individual, counseling, educational and job placement, and follow-up.

Inventory Service: This phase of guidance is the collection of information that will identify each individual pupil as a unique individual. It is based on objective information, behavior patterns, and identifying information.

Testing is an important factor in the inventory service. Our testing program consists of the following:

1. Achievement tests
2. Intelligence tests
3. Mechanical and clerical aptitude tests
4. Interest tests
5. Cooperative tests

These tests are administered to pupils on different levels and in various areas of our school system.

Counseling: The Guidance Department provides individual counseling to assist students to discover and pursue those courses of study which offer them the greatest opportunities. Solution of personal problems is likewise an objective of this service. Specialists are also consulted in this counseling process.

Educational and Job Placement: It is the policy of the Director of Guidance, with the educational device of counsel-

ing, to stimulate and motivate the college students in the first quarter of their senior year to seek advanced admission to their selected colleges. In this particular area, our present college seniors have been very successful. The results up to date indicate that sixteen of our seniors have been accepted. It has been gratifying to learn that two of our seniors have received Scholastic Scholarships. The following colleges have accepted our seniors in their early admission plan: Hamilton College, Purdue University, Emmanuel College, Northeastern University, Worcester State Teachers College, University of Massachusetts, Worcester Junior College, and Becker's Junior College.

Information about colleges and future occupations is readily available in the Guidance Office. Applications to college, local or college scholarship information, college board examinations, and bulletins of information are all in the realm of the guidance services.

Part-time employment of pupils is fostered by the placement organization of the Guidance Department. Twenty part-time jobs in local industries and businesses were filled by our students from September to December 1960.

Follow-up: In conducting a follow-up study of the 1960 graduates, the following information is submitted:

Number of Students

Entering 140	Graduated 112
<i>Courses Freshman Year</i>	<i>Courses Senior Year</i>
84 College	64 College 57.15%
56 Commercial	41 Commercial 36.62%
	7 General 6.23%

Senior Results

37	in four-year colleges
14	in two-year colleges
10	in nurse's training
3	in technical training
<hr/>	
64	Total 57.15%

Number in Services: 13 11.61%

10	in Air Force
2	in Army
1	in Navy

Number in Labor Field: 32 28.57%

25	in commercial field
6	in unskilled field
1	nurse's aid

One student is married (.89%). One student is deceased (.89%). One student is taking a post-graduate course (.89%).

REPORT OF ADULT CIVIC EDUCATION

CONSTANCE M. L'ECUYER, *Director*

The classes in English, American History, and Civics conducted in Southbridge for the foreign born have been gradually changing. Formerly, these classes were attended by people who had lived in town for a number of years and no longer considered themselves foreign, but they were obliged to register as aliens each January. For these people, the speaking and understanding of the language was comparatively easy.

Today, we have people who have never spoken or heard the language and are in a younger age bracket. Progress is necessarily slower for this group, and correct pronunciation is very important. These younger people are anxious to obtain Citizenship Papers because they desire to have roots in this country. These people have had unhappiness in their former countries, and they hasten to apply for Citizenship as soon as the waiting period has elapsed.

Some of these younger people, in their anxiety, apply for Citizenship before they are adequately prepared, and they find their Examiners strict when they lack the necessary knowledge.

All the people who have attended evening school classes and who have completed the required work have been admitted to Citizenship. Those who have been unable to complete their course because of evening work come back the following year to learn as much as possible.

During the year, help is given in filing papers for adults. Derivative Papers are prepared for children of Americans who were born abroad, and Alien Reports are filled out.

The Civic Education Division of the Southbridge School Department is doing its share to help those desiring such help.

Conclusion

It is important, before bringing this brief report to a close, that acknowledgement be made to members of the School Committee for outstanding service during the past year. They have given unselfishly of their time and energy in solving the many difficult problems that have been presented to them for decision.

Our educational and service staffs have demonstrated high morale, a continuous pride in their work, and a desire to strive continually to improve the Southbridge Public Schools as an instrument to educate the children of our community.

The various town departments have given excellent co-operation throughout the year.

To all of these public-spirited and interested citizens who have contributed their services, ideas, and support, I wish to express appreciation and gratitude.

Respectfully submitted,
ROBERT L. FOX
Superintendent of Schools

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